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ABSTRACT

The curriculum guide for gifted senior high school students presents an exemplary course of study in United States history at the 10th grade level. Each chapter deals with a different aspect of the course of study: changes in social structures, development of a sense of nationality, enslavement and mistreatment of Negroes, concentration of power in America, and foreign relations. Specified for each topic are behavioral objectives, content and concepts to be covered, selected references, and activities. (KW)

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social sciences

CURRICULUM GUIDE FOR TEACHING GIFTED STUDENTS SOCIAL SCIENCES IN GRADES TEN THROUGH TWELVE

Prepared for the
DIVISION OF SPECIAL EDUCATION
California State Department of Education

By
DONALD F. POPHAM
Professor of Secondary Education
California State College at Long Beach

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FOREWORD

"The vocation of every man and woman is to serve other people," Tolstoi once wrote. That statement has special meaning for the teacher, for he serves the young, who are entrusted to him when they are most impressionable. His influence on them will be as great as his service.

The mentally gifted need a large share of the teacher's help. It is true that they comprise only a small part of the student population in California and can move successfully through an ordinary curriculum with ease. But the gifted will have an influence on our state and nation far beyond their numbers; many of them will, one day, be among the movers and shakers of our society. To ignore their special needs to is to frustrate them. Frustration, in turn, can divert them from constructive goals, and we will all be the losers for it.

The teacher, then, must pay attention to the mentally gifted. He must serve them by shaping the curriculum to their needs. By varying the manner in which a subject is taught and the rate at which it is taught, the teacher of the mentally gifted can win their interest.

To assist the teacher of the mentally gifted, the State Department of Education has directed and coordinated a project to develop appropriate curriculum materials. This publication, one in a series, contains important concepts and suggestions for the use of teachers of the mentally gifted. It is our hope that these teachers will find the publication useful in the important work entrusted to them.

Superintendent of Public Instruction

PREFACE

This curriculum guide is one of the products of an education project authorized and funded under provisions of the Elementary and Secondary Education Act, Title V. The guide is intended for use by the teachers of pupils whose mental ability is such that they are classified as mentally gifted.

Curriculum Guide for Teaching Gifted Students Social Sciences in Grades Ten Through Twelve is one of a series of curriculum guides for use by teachers of the mentally gifted in grades one through twelve. The guides were prepared under the direction of John C. Gowan, Professor of Education, and Joyce Sonntag, his assistant, both of San Fernando Valley State College.

A curriculum framework for use chiefly by administrative and consultative personnel in developing programs for mentally gifted minors is another product of the education project. The framework was prepared under the direction of Mary N. Meeker, Associate Professor of Educational Psychology, University of Southern California.

LESLIE BRINEGAR
Associate Superintendent of Public Instruction; and Chief, Division of Special Education

JOSEPH P. RICE, JR.
Chief, Bureau for Mentally Exceptional Children; and Project Director

PAUL D. PLOWMAN
Consultant in Education of the Mentally Gifted; and Principal Project Coordinator

IRVING SATO
Consultant in Education of the Mentally Gifted; and Associate Project Coordinator

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CHAPTER 1

Introduction

A major problem encountered in the teaching of the social sciences at the high school level is the gap that exists between the new findings of researchers in the social sciences and the information and techniques used by social science teachers. All students will profit from a narrowing of this gap; the gifted, with their superior capacity to absorb and apply new knowledge, will receive commensurately greater benefit. Certainly, one of the yardsticks by which the effectiveness of social science programs for the gifted can be measured is the degree to which the programs succeed in (1) incorporating into the high school curriculum the latest advances of research and the techniques of study employed in the social sciences; and (2) bringing gifted high school students closer to the world of scholarship. To these ends this curriculum guide is dedicated.

Skills and Abilities

The intellectual skills and abilities that gifted students will find useful in the study of the social sciences are as follows:

1. Ability to understand nonliteral statements (metaphor, symbolism, irony exaggeration)
2. Ability to interpret various types of social data
3. Skill in predicting the continuation of trends
4. Ability to predict the probable effect of a change in a stable social scene or setting
5. Ability to check the consistency of hypotheses with given information and assumptions
6. Ability to recognize the general techniques used in persuasive materials such as advertizing and propaganda
7. Ability to formulate appropriate hypotheses based on an analysis of factors involved and to modify these hypotheses in the light of new factors and considerations
8. Ability to propose ways of testing hypotheses
9. Ability to compare major theories, generalizations, and facts about particular cultures

Critical Judgment

The exercise of critical judgment is perhaps the single most important skill to be developed in social science instruction. The gifted student, because of his superior intellectual powers, can quickly learn how to search for causes and draw sound conclusions. He can grasp the meaning of a statement. Because of the crucial importance of the skill of critical judgment in the social sciences and in the life of the social order, social science educators must teach their pupils, especially the gifted, to recognize the dimensions of critical judgment that follow:

1. Whether or not there is ambiguity in a line of reasoning
2. Whether or not certain statements contradict each other
3. Whether or not a conclusion follows necessarily from a certain line of argument
4. Whether or not a statement is specific enough
5. Whether or not a statement is actually the application of a certain principle
6. Whether or not an observation is reliable
7. Whether or not an inductive conclusion is warranted
8. Whether or not a problem has been identified
9. Whether or not something is an assumption
10. Whether or not a definition is adequate
11. Whether or not a statement by an alleged authority is acceptable

Reflective Reasoning

The capacity to reason reflectively and humanely on the problems of man and his world is a major characteristic of giftedness and the chief purpose of teaching the social sciences. Reflective reasoning is the development of improved insight by the utilization of one's capacity to analyze and to integrate knowledge. Reflective reasoning is thought controlled by an end, decision making; its basis is grounded and tested belief. While reflective reasoning should be stressed in high school social science programs for the gifted, the fundamental objectives to be kept in sight are (1) the furtherance of the student's understanding of himself, his fellow man, and their society; and (2) the development of abilities to cope with the realities of the world of today and tomorrow.

Content of inquiry. To accomplish this task of developing reflective reasoning, classroom inquiry must center on settings, scenes, and situations that contribute most to the development of

these intellectual skills, even to the extent that this procedure leads inquiry into areas of controversy and into negative as well as positive aspects of our own society and of other societies. The good mind is not nourished by dreary and conventional descriptions of fact; it is largely by studying controversial matters and ideas that intellectual fulfillment is most likely to occur. The study of absorbing, controversy-producing problems develops persons who are informed and flexible enough to make wise decisions.

High school program. A program of reflective reasoning for high school social science classes for the gifted should be composed of (1) the reasoning processes, the mastery of which is the principal objective of the program; (2) concepts and generalizations drawn from the social sciences to be used as tools for understanding man in society; and (3) settings, scenes, and situations that are the phenomena, times, and places providing the context of the study unit.

Inquiry processes. Inquiry processes of reflective reasoning consist of analytic reasoning, integrative reasoning, and decision-making reasoning. A concept, which is an intellectual tool to be used in inquiry, is defined as an idea that comprehends the essential attributes of a class or logical species. A generalization, which is a general inference or proposition, is a statement of relationships among conceptualized patterns of behavior, either analytic or integrative.

Settings, scenes, and situations may be selected for one or more of the reasons that follow:

1. To help the student answer the human identity questions Who am I? or Who are we?
2. To meet developmental needs of students for certain kinds of understandings that may vary according to age, experience, and background
3. To provide certain kinds of information considered necessary, such as geographical knowledge of the world and data about the structure and function of American government
4. To provide knowledge needed as a foundation for later advanced learnings

Social Science Curricula

The social science curricula for gifted high school students have the same content as the normal social science curricula for the

academically inclined and the nonacademically inclined. Courses in social sciences for the gifted differ from other social science courses by reason of different teaching strategies and learning procedures; courses for the gifted stress the inquiry-conceptual approach of reflective reasoning.

Themes

The themes for senior high school social science courses for the gifted are as follows: grades ten and eleven – the relation of past and present; grade twelve (first semester) – decision making in the United States; grade twelve (second semester) – elective capstone courses designed to enable the gifted student to probe more deeply into the mode of reflective reasoning of a particular social science discipline or to pursue a subject of interest in greater depth. Each theme is built around the major elements of the reflective reasoning program, including (1) modes of inquiry and investigation; (2) selected conceptual tools; and (3) settings, scenes, and situations.

Historical Integration

The courses for grades ten and eleven are devoted to the reflective reasoning process of historical integration in the integrative mode. In the process of historical integration, the gifted student draws on the whole range of analytic and integrative processes, reinforcing his command of them as he establishes the interrelations of social phenomena over time. In grade ten the focus is on major dimensions of the development of the United States. In grade eleven the focus shifts to major aspects of the development of the Western world, including an indepth study of a major non-Western culture.

Decision Making

In the first semester of grade twelve, analytic, integrative, and decision-making processes of reflective reasoning are to be used by gifted students to study decision making in modern American society. The semester concludes with a study of the citizen's relationship to decision making.

Elective Courses

The second semester of the senior year is reserved for elective courses in the social sciences, including history. These courses should be specialized – courses that are designed to meet the special interests of gifted students and to capitalize on the particular competencies of the social science faculty in the high school.

The remainder of this publication consists of an exemplary course of study in United States history for gifted minors in the tenth grade. Each of the following chapters deals with a different aspect of that course of study.

CHAPTER 2

Changes in Social Structures

The study of United States history by gifted students in grade ten involves a selection of critical dimensions of American development translated into conceptual tools or topics. This chapter deals with the topic of how the social structures that the colonists brought from Europe changed in the course of their life in America.

Behavioral Objectives

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Distinguish a series of logical happenings that led to the discovery of America.
2. Evaluate why England was the most successful colonial power.
3. Deduce why it was natural that English colonists would develop a way of life distinctly their own.
4. Relate how the affairs of colonists were inextricably tied to and involved in the affairs of the British Empire.
5. Infer a relationship between colonial wars and the struggle of France and Britain for world supremacy.
6. Document the fact that the day of American independence was precipitated by the passage of British laws to establish a strong imperial organization in the colonies.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Perceive that America was not an accident that occurred outside of the main current of human affairs.
2. Sense how the colonists developed identity as Americans.
3. Experience the meaning of what national independence is.

Settings, Scenes, and Situations

I. Opening of a New World

A. Background of European expansion

1. Effects of the Crusades

2. Expansion influenced by European business activity
3. Practical effects of new geographical and astronomical knowledge
4. Effect of the emergence of powerful national states
5. Effect of the religious struggle in Europe on expansionism

B. Discovery of America
   1. Cause of the Portuguese being the first of the Western peoples to search the Atlantic; their accomplishments
   2. Objective of Christopher Columbus; reason for his being backed by the Spanish monarchs
   3. Reason for history overlooking the probable voyages of the Norsemen of Scandinavia to the New World

C. Exploration and early development
   1. Portuguese and Spanish empires
      a. Reason that the Portuguese did not "colonize" in the American sense
      b. Reason that Brazil became the only Portuguese holding in the New World
      c. Basis of the Spanish colonial empire in America
      d. Relations between the Spanish and Indian peoples
      e. Extent of Spanish holdings in the New World
      f. Manner in which the Spanish Empire governed
   2. Founding of New France
      a. Manner in which the French colonies were unlike the Spanish and Portuguese overseas empires
      b. Reason that French ventures in Canada were successful after earlier failures elsewhere
      c. Economic basis for New France; reason for swift French expansion

D. Colonization by the English
   1. Settlement of the tobacco provinces
      a. Reason that the English were so late to colonize
      b. Principal developments in the colony of Virginia
      c. Principal developments in the colony of Maryland
   2. Settlement of New England
      a. Reason for settlements of Plymouth and Massachusetts Bay
      b. Steps in the expansion of New England between 1631 and 1660
      c. Principal events in New England from the time of the Restoration to the Glorious Revolution in England

3. Settlement of the Middle Colonies
   a. Principal developments in New Netherland
   b. Manner of establishing English rule in New York
   c. Manner of founding New Jersey
   d. Manner of founding Pennsylvania
4. Settlement of Florida, the Carolinas, and Georgia
   a. Early Spanish colonizing efforts
   b. Developments in the struggle between France and Spain for control
   c. Reason for establishing English settlements in the Carolinas
   d. Reason for English settlement in Georgia

II. Colonial Period

A. Provincial society
   1. Diverse origins and purposes of the peoples who settled in the English colonies
   2. Bases of economic life in the English colonies
   3. Ways in which the colonies were governed by the centralized administration; ways in which the colonies governed themselves internally

B. British colonial policy
   1. Anglo-French colonial rivalry
      a. Bases for this rivalry
      b. Developments in the intercolonial wars
   2. Importance of the French and Indian War

III. Era of the American Revolution

A. British policies; manner of arousing colonial opposition

B. Work of the Continental Congresses

C. War for Independence
   1. Reason for issuing the Declaration of Independence
   2. Major military operations
   3. Accomplishment of the peace treaty

D. Completion of independence
   1. Social and economic adjustments resulting from independence
   2. Political changes resulting from independence

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Three American Empires. Edited by John J. Te Paska. New York: Harper & Row Publishers, Inc., 1967.

Van Tassel, David., and Robert W. McAhren. *European Origins of American Thought.* Chicago: Rand McNally & Company, 1969.

Activities

The student is expected to do extensive indepth reading on his own in the classic, definitive, and specialized works within the field. Inasmuch as little technical language is found in historical works, the gifted student should have very little trouble in mastering this body of literature. With his special cognitive gifts of being able to do abstract reasoning, the gifted student applying integrative reasoning in the historical mode should be able to abstract from this body of literature discussion material germane to the topic question: How did the social structure that the colonists brought from Europe change in the course of their life in America?

CHAPTER 3

Development of a Sense of Nationality

This chapter deals with the topic of how Americans came to develop a sense of nationality.

Behavioral Objectives

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Interpret why the postwar years of a country are necessarily those involving social and economic adjustment.
2. Deduce why, in addition to socioeconomic adjustment, America had to cope with her new political status following the Revolution.
3. Analyze how the 13 colonies passed from a weak confederation to a federal union that could be made strong.
4. Identify the governmental precedents that were carefully established and the method whereby international diplomacy prevented all-out wars with European antagonists.
5. Recognize how the Federalists secured the foundations of the young republic and why their methods aroused opposition.
6. Distinguish political, economic, social, and geographical reasons for the development of political parties.
7. Recall how the United States doubled its size during Jefferson's first administration.
8. Deduce why the United States entered a war of so little consequence in 1812.
9. Classify the elements of the new nationalism from 1801 to 1824.
10. Interpret Jacksonian democracy as a second American Revolution.
11. Identify the political, social, intellectual, and humanitarian manifestations of Jacksonian democracy.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Perceive why the role assigned to the central government under the Articles of Confederation was one that purposely lacked conviction.
2. Experience how the United States emerged as a national entity during the years 1789 – 1801.
3. Sense how the years from 1801 to 1824 were ones of a rising, though temporary, spirit of nationalism.
4. Feel how Andrew Jackson symbolized a new spirit of democracy.

Settings, Scenes, and Situations

I. Development Toward a Federal Union
   A. Confederation
      1. Western land policy
      2. Difficulties of the Confederation
   B. Constitution
      1. Steps leading to the convention at Philadelphia
      2. Accomplishments of the Constitutional Convention of 1787
      3. Developments in the ratification controversy

II. The Federalist Period
   A. Domestic affairs
      1. Hamilton's financial program
      2. Development of political parties
   B. Foreign affairs
      1. Relations with Great Britain
      2. Accomplishments of the treaty with Spain
      3. Reason for conflict with France
   C. Importance of election of 1800

III. New Times and New Lands
   A. Jeffersonians
      1. Changes caused by the Jefferson administration
      2. Reason that the Louisiana Purchase was the single most important event of the Jefferson administration
      3. Manner of Jefferson's attempting to maintain neutrality in the rivalry between France and Britain
      4. Effects of the elections of 1808 and 1812

B. War of 1812
   1. Manner of its happening
   2. Principal events
   3. Results

C. New nationalism
   1. Reason that Americans pushed into the regions west of the Appalachians after the War of 1812
   2. Boundary disputes settled
   3. Accomplishments of John Marshall during his tenure on the Supreme Court
   4. Monroe Doctrine
   5. Method whereby America achieved her cultural independence

IV. Jacksonians

A. Rise of Andrew Jackson
   1. Events of the election of 1824
   2. Reason for party cleavage during the administration of John Quincy Adams
   3. Events of the election of 1828

B. Politics and policies
   1. Significance of the Calhoun-Jackson split
   2. Reason that the Webster-Hayne debate was portentous
   3. Vexing diplomatic problems settled by Jackson
   4. Reason that the nullification controversy was such a crisis in our national life
   5. Jackson's "War on the Bank"
   6. Events of the election of 1836

C. Van Buren administration
   1. Reason for the occurrence of the panic of 1837
   2. Caroline Affair
   3. Bloodless "Aroostook War"

D. Election of 1840

E. Nonpolitical aspects of Jacksonian democracy
   1. Manner in which the institution of slavery became clarified and firmly established
   2. Reason that free labor in the North sensed the possibilities of power in organization
   3. Manner of ending imprisonment for debt
   4. Manner of making education widespread
   5. Prison reforms
   6. Accomplishments of the feminist movement

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Activities

The list of selected references just given contains some of the classic and definitive works on the early period of United States history that have been reissued as well as many books of selected readings. The books of readings present differing points of view concerning the issues facing the young republic. After the student has done extensive reading in the specialized works for background material, he will be able to discuss and debate and evaluate the viewpoints contained in the readings. Through this process of historical integration, he will be able to derive generalizations about the period that will be meaningful to him.

The scene of Jackson's "War on the Bank" may be used to illustrate how to identify the political, social, intellectual, and humanitarian manifestations of Jacksonian democracy:

Content

Why did Jackson's war on the Second Bank of the United States unify his opponents and solidify his supporters? 1. The Bank of the United States, modeled on the Bank of England, which was mostly privately owned, was part of Hamilton's financial program to launch the new government under the Constitution. 2. The Bank had been chartered in 1816 for 20 years under the management of Nicholas Biddle. 3. The Bank, as the chief fiscal agent for the United States, deposited federal funds, redeemed the notes of state banks, and policed the banking community. 4. Opponents of the Bank said private men were making a profit from public funds and were persecuting state banks by unduly restricting credit. 5. Biddle made the Bank an issue in the presidential campaign of 1832 by applying for rechartering then instead of later. 6. Jackson accepted the challenge and vetoed the rechartering bill with a resounding denunciation of special privilege and monopoly. 7. Jackson was reelected over Henry Clay, a devoted Bank supporter.

Learning Device

The Bank War was one of the most dramatic episodes in pre-Civil War America. Many excellent accounts of the struggle exist in works written by pro-Bank and anti-Bank historians. Even more important, many of the participants in the Bank War have left us their accounts of what happened. It is suggested that after a cursory review of the events in the drama, students first review Jackson's veto message with respect to the logic and consistency of its arguments and its practical political appeal. The same should then be done for Biddle's and Clay's defense of the Bank. Students should assess to what extent the drama provoked class struggle in America and what were the immediate and eventual outcomes of the fight.

CHAPTER 4

Enslavement and Mistreatment of Negroes

This chapter deals with (1) the tensions and disruptions in American life caused by the enslavement of African natives; and (2) the continuing tension being generated in American life by discrimination against Negroes.

Behavioral Objectives (I)

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Deduce why rivalry of sectional interests steadily hardened until it could be broken only by war.
2. Identify the economic and social changes that transformed the ways of American living and increased the hostility of proslavery and antislavery people.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Experience the paradox of the subordination of nearly four million Negroes to the status of beasts of the field in a nation dedicated to freedom and equality for all men.
2. Seek out the issues, the people, and the literature of this country's greatest victory for democracy.

Settings, Scenes, and Situations

I. Slavery to 1789

- A. Reason for importation of African Negroes into America during the period 1619 to 1690
- B. Operation of the slave trade between 1672 and 1760
- C. Negro plots and insurrections during the period 1712 to 1740
- D. Antislavery and manumission movements between 1776 and 1789

E. Controversy over slavery during the Constitutional Convention, 1787-89

II. Economic Differences Between the North and the South

A. Character of the Northern economy
B. Cotton Kingdom

III. Slavery and the Development of Sectional Tension

A. Proslavery arguments
B. Antislavery rebuttal
C. Early political battles over slavery
   1. State legislative battles
   2. Congressional battles
D. Terms of the Wilmot Proviso
E. Compromise of 1850
F. Kansas-Nebraska Imbroglio
G. Reason that the Dred Scott decision made the Civil War inevitable
H. Reason that the Lincoln-Douglas debates were significant
I. Reason that the election of 1860 caused disruption of the Union

IV. Slavery and the Negro, 1789-1860

A. Manumission and colonization projects between 1789 and 1831
B. Manner of operating the underground railroad between 1804 and 1860
C. Slave trade, foreign and domestic, between 1808 and 1860
D. Significance of the following:
   1. Vesey Slave Plot of 1822
   2. Nat Turner Insurrection of 1831
E. Importance of the Antislavery Crusade
   1. New England Antislavery Society, 1832
   2. American Antislavery Society, 1833
   3. American and Foreign Antislavery Society, 1840
   4. Liberty Party, 1839

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Activities

Many of the selected references just given are accounts of the institution of slavery in America. As such they provide excellent background for the student to understand how the "peculiar

institution" of slavery affected political developments in the emerging American democratic society. It is important for the student to know what slavery was like as well as to understand what its impact was on the American political order.

To illustrate the affective behavioral objective; i.e., to experience the paradox of the subordination of Negroes in a nation dedicated to freedom and equality, it is suggested that Dwight Dumond's *Antislavery: The Crusade for Freedom in America* be used as the point of departure for discussing the antislavery rebuttal.

Content	*Learning Device*
Why was slavery such a moral wrong in American society? 1. The belief in the racial inferiority of the Negro sustained slavery, determined the attitude of law-enforcement officials, and aided in the definition of public policies. 2. Once the right of men to enslave others was recognized, society was faced with a multitude of problems. 3. The most difficult problem was the determination of a slave's exact status as a person or as property. 4. Trial and punishment of slaves was another serious problem of the slave system. 5. The slave enjoyed no security of his person.	The Dumond book is a classic study of the rise and fall of chattel slavery in the United States. Candidly, Dumond shows slavery to be an everlasting moral wrong. It is the definitive study of the development of the antislavery movement. A student committee should review the book, report in a panel discussion, sharing with the other students the graphic descriptions of the "peculiar institution" illustrated in the antislavery publications and other primary sources found in the Dumond book. This material should then be compared with the proslavery arguments of pre-Civil War contemporaries and the historian-apologists of the "peculiar institution" of post-Civil War days.

Behavioral Objectives (II)

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Identify the problems of repairing the Union, from which the quarrels that divided the victorious North and the defeated South became the harsh struggle that has left bitterness still infecting the relations between the two sections of the country.

2. Define the discriminatory practices, past and present, applied against black people throughout the nation.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Pursue the issues and the people involved in the unfinished battle against racial discrimination in the United States.
2. Experience the racial dilemma as *the* flaming issue in American life.
3. Respect the new militance of American Negroes, who are determined to translate the emancipation of the 1860s into a reality of the 1970s.

Settings, Scenes, and Situations

I. Position of the Black Man in the Postwar South
   - A. Reason that the black man was tricked into slavery under some other name
   - B. "Black codes"
   - C. Accomplishments of the Freedmen's Bureau
   - D. Accomplishments of the Civil Rights Act
   - E. Accomplishments of the Fourteenth Amendment
   - F. Accomplishments of the Fifteenth Amendment
   - G. Influence of the Negro vote on the election of 1868

II. Decline of the Negro in Political Importance After the Reconstruction Period
   - A. Accomplishments of black legislatures in the South during Reconstruction
   - B. Means whereby white Southerners regained political control
   - C. Activities of the Ku-Klux Klan
   - D. Means whereby white Southerners have been able to retain political control
   - E. Discriminatory measures used against Negroes in the South

III. Discriminatory Pattern Against Negroes Throughout the Nation
   - A. Reason that large numbers of Negroes have migrated from the South
   - B. Pattern of discrimination in voting rights
   - C. Pattern of job discrimination
   - D. Pattern of housing discrimination
   - E. Pattern of discrimination in education
   - F. Pattern of discrimination in social life

IV. Accomplishments in the Struggle for Civil Rights for Negroes
   - A. Leaders in the civil rights movement
   - B. Civil rights legislation enacted by Congress

C. Accomplishments of the school desegregation decision of the United States Supreme Court
D. What remains to be done

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Activities

An outline of Negro history since the Civil War is vague and indefinite. This fact is reason enough for the student to read widely from the selected references just listed. Some of the material will be controversial because the issue involved is this: where do we go from here? After reading widely, the student will be able to approach discussion of this issue reasonably, intelligently, and humanely. He

will be able to bring his creative talents to grips with an issue that threatens to tear the very fabric of our social order.

To show how the affective behavioral objective – i.e., to pursue the issues and the people involved in the unfinished battle against racial discrimination in the United States – can be implemented, it is suggested that a study be made of what has been accomplished by the school desegregation decision of the United States Supreme Court:

Content	*Learning Device*
Why was the 1954 decision of the high court in *Brown v. Board of Education of Topeka* a landmark in the continuing battle to ensure every American the equal protection of the law and a step toward a racially integrated society? 1. One of the accomplishments of the Reconstruction legislatures was the institution of systems of public education in the former Confederate states. 2. Black codes in the South began the process of reducing the liberated black man to the status of second-class citizen. 3. In *Plessy v. Ferguson* (1896), the Supreme Court upheld the doctrine of "separate but equal," thus legalizing segregation. 4. In *Brown v. Board of Education of Topeka* (1954), the Court overturned its 1896 decision, declaring separate facilities are inherently unequal and therefore unconstitutional. 5. Title V of the Civil Rights Act of 1964 empowered the federal government to enforce the Court's 1954 decision. 6. The Court's ruling has been made applicable to de facto racial discrimination in the North as well as to legal systems of segregation in the South.	Students should engage in considerable legal and newspaper research as well as background reading. A review of the basic Supreme Court decisions is necessary. How the concept of the neighborhood school is challenged by the desegregation decision should be studied. The effect of the Court's ruling on the practice of housing discrimination in the North should be looked at. Such desegregation plans as bussing, freedom-of-choice, and minority quota systems should be evaluated. A local newspaper, a regional newspaper, and such national newspapers as the *New York Times* and the *Christian Science Monitor* should be read and reported on for continuing developments and events in the struggle to achieve an integrated society.

CHAPTER 5

Concentration of Power in America

This chapter deals with the ways in which Americans have tried to cope with the growing concentration of power in business, labor, agriculture, and other parts of our society.

Behavioral Objectives

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Recognize the economic revolution wrought by the Civil War, which ushered in a remarkable period of industrialization that changed America from an agricultural economy to an industrial power.
2. Deduce why the Progressive Movement was merely the climax of a trend that had been gaining force in the nineteenth century.
3. Recognize that the purpose of the Progressives was to check the growth of privilege and monopoly.
4. Analyze the reasons why the country was tired of domestic reform during the 1920s.
5. Identify why the presidential campaign of 1932 was one of a crucial half dozen campaigns in American history that clearly mark sharp turns in the stream of events.
6. Contrast the arguments of the critics and defenders of the New Deal, the Fair Deal, and the Great Society.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Feel the impact of the 35-year period from the end of the Civil War to the advent of the twentieth century that laid the foundations of modern America.
2. Respect the feeling the Progressives had that the political and economic direction of American life had been given into the hands of a few or had been seized by a few.
3. Sense the temper of complacency that characterized the 1920s.

4. Examine current problems and policies with respect to how the nation is continuing to cope with the growing concentration of power in business, labor, agriculture, and other aspects of life.

Settings, Scenes, and Situations

I. Industrialism

A. Industrialization of the United States in the post-Civil War period
   1. Natural resources to be exploited
   2. Manner of improving machine tools in the latter part of the nineteenth century
   3. Improvements made in transportation
   4. Effects of increased urban population
   5. Manner of raising money to finance the expansion of the American economy

B. Industrial giants
   1. Manner of organizing the steel industry
   2. Manner of organizing the petroleum industry
   3. Monopolistic practices that were used
   4. Doctrine of social Darwinism

C. Progressives
   1. Muckrakers
   2. Accomplishments of Theodore Roosevelt
   3. Legislative achievements of William Howard Taft
   4. Woodrow Wilson's "new freedom"
      a. Manner of regulating trusts
      b. Accomplishment of banking reform
      c. Revision of tariffs

D. Record of industrial production in World War I

E. Rate of growth in manufacturing between 1920 and 1929

F. Effects of the Great Depression on industry

G. Record of economic recovery and concentration between 1938 and 1952

H. Record of industry during:
   1. World War II
   2. Reconversion
   3. The Cold War

I. Present industrial trends

II. Labor

A. The rise of labor organizations
   1. Reason for problems arising between workmen and their employers
   2. Character of the early labor movement
   3. Knights of Labor
   4. Formation of the American Federation of Labor
   5. Character of radical unionism
   6. Notable occurrences of industrial warfare

B. Record relating to the adjustment of railroad labor disputes, 1898 – 1934

C. Significance of the anthracite coal strike of 1902

D. Danbury hatters' case

E. Activities of the I.W.W. between 1905 and 1920

F. Accomplishments of the International Ladies Garment Workers Union

G. Significance to labor of Wilson's "new freedom"

H. Labor gains and setbacks between 1921 and 1932

I. Achievements of labor under the New Deal

J. Role of labor under the Fair Deal of Truman

K. Some present concerns of organized labor
   1. Occupational trends
   2. Right-to-work laws
   3. Merger problems of the AFL and CIO
   4. Racketeering
   5. Labor Management Reporting and Disclosure Act

L. Labor policy in the future

III. Agriculture

A. Agrarian discontent after the Civil War
   1. Farmers' complaints
   2. Granger Movement
   3. Greenback Movement

B. Farm revolt
   1. Populist Movement
   2. Effects of the Panic of 1893
   3. Significance of the election of 1896

C. Rise of the Conservation Movement

D. Agricultural trends in the first decade of the twentieth century

E. Effect of World War I

F. Farm depression during the twenties

G. Farm relief programs prior to the New Deal

H. Makeup of the New Deal farm program
I. Condition of the farmer during and since World War II
   1. Nature of farm production
   2. Farm tenancy
   3. Relation of farm prices to farm income
J. Future farm policy

IV. Science, Medicine, Education, and Religion

A. Important developments in science and medicine
B. Important developments in education
C. Important developments in religion

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Activities

The settings, scenes, and situations previously given are rich in historical material. The period in American history since the Civil War has witnessed great changes in American life. Prior to the War Between the States, America was a second-rate, backward, rural country. Since that war this nation has become the world's leading industrial power. The story of this transformation has been a popular one for historians. The selected references just listed indicate only briefly the great amount of material available. It is suggested that the student first acquaint himself with several of the general accounts in the list; then he should turn to the many selections of readings containing controversy-provoking materials. With this information he can form value judgments that are valid, humane, reasonable, and intelligent.

To illustrate the implementation of the affective behavioral objective – to examine current problems and policies with respect to how the nation is continuing to cope with growing concentration in business, labor, agriculture, and other aspects of life – it is suggested, as a culminating activity for this unit, that the works of two contemporary intellectual critics of the American establishment be examined. These works are *The Power Elite* by the late C. Wright Mills and *The Rich and the Super-Rich* by Ferdinand Lundberg:

Content	*Learning Device*
What is the theory of *The Power Elite* by C. Wright Mills, and what is involved in the study of the power of money today as seen by Ferdinand Lundberg? 1. How are the two works similar? 2. How are they different? 3. What valid criticisms can be made of both works? 4. How suitable are the trends toward concentration seen by these two scholars? 5. What can be done, if anything should be done, to combat these trends if they exist?	Each work should be read and reported on by a different committee. The discussion following the committee reports should reflect the questions posed under "Content."

CHAPTER 6

Relations with Other Countries

This chapter deals with the topic of how Americans have been affected by their relations with the rest of the world.

Behavioral Objectives

Cognitive. As the result of his study, the gifted student should be able to do the following:

1. Recognize how the growing industrial and commercial might of America made her aware of the possibilities that lay beyond her natural borders.
2. Identify the colonial problems that emerged for America as a result of the Spanish-American War.
3. Deduce the important place in the precarious European balance-of-power system America unknowingly assumed when she entered world politics.
4. Analyze why the nation was tired of international turmoil during the 1920s.
5. Distinguish why America, realizing the threat of the Axis powers, became increasingly partisan in thought and deed.
6. Recall how America plunged headlong into the war and helped to bring it to a successful conclusion.
7. Define the major issues in postwar foreign policy.

Affective. As the result of his study, the gifted student should be able to do the following:

1. Perceive that the United States has been an active member of the community of nations for a long time.
2. Experience how the United States, as a result of the tragedy of World War II, recognized herself as a responsible member of the family of nations.

Settings, Scenes, and Situations

I. America Becomes a World Power

A. Prelude to world power

1. Influences at work in the late nineteenth century to break down the provincialism and isolationism of American life
2. Reason the United States acquired possessions in the Samoan Islands
3. Manner in which the United States acquired Hawaii
4. Significance of the Spanish-American War

B. Establishment of a colonial empire
1. Significance of the insular cases
2. Manner in which the United States dealt with Cuba
3. Problem with Puerto Rico
4. Manner of dealing with the Philippines

C. United States and the Western Hemisphere
1. Manner of acquiring the Panama Canal
2. Roosevelt corollary
3. Difficulties with Mexico
4. Steps taken toward internationalism
   a. Hague conferences
   b. Americans present at the Algeciras Conference
   c. Arbitration treaties

D. The United States and the Far East
1. "Open door" policy
2. Reason that the United States mediated the Russo-Japanese War
3. Reason that Japanese-American relations deteriorated

E. World War I
1. Struggle for neutral rights
2. Reason that the United States entered the war
3. Result of the peace treaty and the struggle for the League of Nations

II. The United States and the Second World Upheaval

A. Foreign affairs during the years of Republican supremacy
1. Conduct of foreign relations under Harding
2. Contribution of Coolidge to foreign relations
3. Accomplishment of Hoover

B. Foreign policy during the Depression
1. "Good neighbor" policy
2. Isolationist thinking
3. Effects of the Neutrality Acts

C. Deepening world crisis
1. *Panay* incident

2. Munich agreement
3. Manner in which the war began in Europe
4. Events at Pearl Harbor and their causes

D. World War II
1. Reason that 1942 was considered the year of survival
2. Manner of conducting war against Germany and Italy
3. Manner of conducting war against Japan
4. Manner of conducting war at home
5. Course of diplomacy during the war
6. Manner of establishing United Nations

III. Post-World War II Developments

A. Problems abroad under Truman
1. Manner of the economic and political reconstruction of the world
2. Reason for the beginning of the "Cold War"
3. Korean "police action"

B. Scene abroad under Eisenhower
1. Manner of achieving the Korean armistice
2. SEATO
3. Course of Russo-American relations
4. Middle East crises

C. Affairs abroad under Kennedy and Johnson
1. Developments in the Cold War under Kennedy
2. Reason that China joined the "nuclear club"
3. Result of Southeast Asian ferment

D. Future course of American foreign policy

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Activities

The student should read extensively in the selected references just listed and in other sources primarily for the purpose of searching out answers to the questions posed in the content outline. The books of readings in particular contain source materials of differing points of view to be evaluated by the student.

To illustrate how to implement cognitive behavioral objective seven – to define the major issues in postwar foreign policy – it is suggested that SEATO be studied:

Content	*Learning Device*
How has SEATO involved the U.S. in Southeast Asian affairs? 1. Appointment of John Foster Dulles as Secretary of State under Eisenhower. 2. Abandonment of the Truman doctrine of containment. 3. Success of the Communist rebels in northern French Indo-China. 4. Organization of the Southeast Asia Treaty Organization in 1954. 5. Difference between SEATO and NATO. 6. Spread of Communism in Laos and South Vietnam. 7. Fourteen-nation treaty officially neutralizing Laos in 1962. 8. Military coup in South Vietnam in 1963. 9. Escalation of American aid and fighting in South Vietnam after 1965. 10. De-escalation of the conflict beginning in 1968. 11. Are there to be more Vietnams?	Some lecture, much reading, and extensive discussion are recommended. No issue has affected American youth more than Vietnam. Here is the chance to have students inform themselves on an issue that concerns them very much.

By the end of his sophomore year in high school, the gifted student will have had his innate ability to do abstract reasoning honed, developed, and refined through the conscious practice of applying reflective reasoning to historical materials selected in terms of the behavioral objectives to be attained. He will have gathered under his command a wealth of knowledge and a tested reasoning power that will enable him to become an intelligent, reasonable, humane citizen to whom others will look for help in making important decisions as the United States moves into the third millenium.

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